



ILKLEY GRAMMAR SCHOOL

FURTHER PARTICULARS FOR THE POST OF STUDENT SUPPORT AND TRANSITION MANAGER KEY STAGE 4



June 2017

Student Support and Transition Manager – Key Stage 4

Job Description

**Scale 5, point 22 (range 22-25)
37 hours per week, 8am – 4pm, with half an hour unpaid lunch
and an early finish of 3.30pm one day per week
Term time only plus 5 days**

PRIME OBJECTIVES OF THE POST:

This role is integral to Student Services across Years 7-11, with the main foci on: supporting transition from Key Stage 3 to 4 and through to Key Stage 5, leading on communication with parents and staff, and working with the Heads of Year, Directors of Key Stages and Assistant Head – Inclusion and Intervention, together with administrative support; supporting with student attendance monitoring, through daily routines including liaison with home; working across all years to support transition for options from Year 9 into 10 and Year 11 into Post 16; supporting progress and achievement, working across all year groups and with all Heads of Year and Directors of Key Stage as appropriate. The Student Support and Transition Manager will report directly and be responsible to a designated Head of Year in Key Stage 4, with oversight from the Assistant Head.

If you are inspired by this opportunity and have the qualities to support our students and contribute to our future development, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how your experiences, qualities and skills make you suitable for the post

Closing date for applications: **8am Thursday 22 June 2017**

Provisional interview date: Week commencing 26 June 2017

If you do not receive an invite to interview by 28 June we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Key responsibilities:

□ Student Progress & Achievement:

- To support the Heads of Year 10 and 11, KSD and AHT with the transition process from liaison with appropriate schools and tutors to parental information evenings.
- To support the options and choices processes from Year 9-10 and Year 11 to Post 16 working with the relevant Heads of Year and other key staff
- Support the curriculum provision and learning support for targeted students at risk of significant underachievement, behavioural difficulties, disaffection and/or poor attendance which places them at risk of exclusion from school
- Support student tracking re: achievement, Personal Best, Personal Best Time accreditation and attendance
- Work with individuals and small groups of students for intervention as appropriate
- Support staff in understanding the learning needs of a diversity of students
- Support Homework Club where appropriate

□ Student Welfare

- Work with students and their families to overcome such issues as attendance and other barriers to learning and thus raise the level of students' achievement. This will include liaising with families/carers by phone and making home visits where appropriate.
- Have full knowledge and appreciation of a range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students
- Assist with the students' personal, behavioural and social development through appropriate guidance and advice:
 - Support individual students to manage behaviour through anger management, self-esteem and awareness training
 - Mentor students on emotional issues affecting their wellbeing and learning
 - Work with individual or small groups of students to support behaviour management, bullying, other concerns
 - Run appropriate workshops for identified students to raise awareness and educate in important life issues such as relaxation, fitness and nutrition, smoking and self-esteem
 - Set up activities to improve students' life and social skills
- Link to Social Services and relevant agencies
- Support and assist the Heads of Year and Director of Key Stages as follows:
 - Monitor attendance, working with administration support to ensure all students are accounted for daily, and attend regularly, and provide information for Form Tutors in this respect
 - Liaise with the Heads of Year regarding students who are failing to attend regularly and in consultation with this post-holder, take the appropriate action
 - Plan appropriate intervention strategies with appropriate and key staff
 - Liaise with parents and attend home visits as necessary
- Support the initial investigations into behavioural and other matters by seeing students, taking statements, contacting the police as appropriate
- Act as First Aider

□ Communications

- Maintain regular contact with families/carers of students in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement
- Set up home learning support
- Liaise with Academic Mentors and other key staff
- Keep accurate and timely records e.g. relating to attendance and interventions

❑ **Other**

- Support transition events
- Support the detention rota as appropriate
- Support or organise events, visits, extra-curricular, charity fundraising, enrichment etc. as appropriate including Challenge and Celebration week.
- Support duty patrols and hub staffing, including break, lunchtimes and after school
- Provide cover for Heads of Year when not available where possible

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- Be aware of and comply with the code of conduct, regulations and policies of the school;
- Develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to the satisfactory completion of a six month probationary period.

Agreed by:

Post Holder:

Print name.....

Signature.....

Line Manager:

Print Name

Signature..... Date.....

PERSONNEL SPECIFICATION
Student Support and Transition Manager – Key Stage 4

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Minimum 5 GCSE's grade C or equivalent including English, Maths	E	Application form and selection process
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
<input type="checkbox"/> ICT qualification- ECDL level or equivalent	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children	E	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	E	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of defusing difficult situations in a calm manner	E	
<input type="checkbox"/> Experience of working in a high pressured environment	E	
<input type="checkbox"/> Supervisory experience	E	
<input type="checkbox"/> Experience of using ICT in a work capacity	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	E	
<input type="checkbox"/> Presenting yourself effectively and professionally	E	
<input type="checkbox"/> Experience of working in a school based environment	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Confidentiality and discretion		
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair.	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Understand and manipulate numerical & statistical data	E	

<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
<input type="checkbox"/> Development planning, monitoring and evaluation	D	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	